DOCUMENT RESUME

ED 104 919 TM 004 375

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TITLE The State of the Art and Science of Educational Program Evaluation Services (K-14) in Los Angeles County as Experienced by One Los Angeles County Consultant.
PUB DATE Nov 74
NOTE 39p.; Paper presented at the Annual Conference of the California Educational Research Association (San Francisco, Calif., November 1974). Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Consultants; Curriculum Evaluation; Educational Assessment; Educational Objectives; Educational Planning; Educational Programs; Elementary Secondary Education; Evaluation Criteria; Formative Evaluation; Junior Colleges; *Models; *Professional Services; *Program Evaluation; Program Planning
IDENTIFIERS Los Angeles County

ABSTRACT

The Division of Program Evaluation and Research of the Los Angeles County Superintendent's Office provides program evaluation consultation services to all local educational agencies (grades K-14) in Los Angeles County. The three program evaluation services that are described are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluator Assistance. (One section of the paper presents an introduction to the audit process through the use of a question-and-answer format). The program evaluation services have recently been provided to more than 40 elementary, secondary, and community college agencies. In addition, the progress or results of evaluations of: Early Childhood, Compensatory Education, Mentally Gifted Minors, Educationally Handicapped, Ransom Reading, Career Awareness, Community College Veterans' Recruitment, and Community College Children's Centers will be described. The assertion will be made that behavioral objectives as used in program evaluations are essentially research hypotheses and that data analysis and interpretations should recognize this through the employment of statistically derived confidence intervals. Another assertion that will be made is that three criteria should be used in judging program evaluation: (1) standards of behavioral science research; (2) utility; and (3) cost-benefit considerations. Finally, two program evaluation models will be compared to the one that has evolved in the County Office. (Author)

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THE STATE OF THE ART & SCIENCE OF EDUCATIONAL PROGRAM EVALUATION SERVICES (K-14) IN LOS ANGELES COUNTY AS EXPERIENCED BY ONE LOS ANGELES COUNTY CONSULTANT

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PRESENTED AT THE
1974 ANNUAL CALIFORNIA
EDUCATIONAL RESEARCH ASSOCIATION
CONFERENCE IN SAN FRANCISCO

NOVEMBER, 1974

TM 004 375

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ABSTRACT

The Division of Program Evaluation and Research of the Los Angeles County Superintendent's Office provides program evaluation consultation services to all local educational agencies (grades K-14) in Los Angeles County. Since this county is the most populous one in the State (it has more than 45% of the State's school age young people), program evaluation services have been provided for a great many different kinds of educational programs with a variety of outcomes. The three program evaluation services that are described are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluator Assistance. (One section of the paper presents an introduction to the audit process through the use of a question-and-answer format.) The program evaluation services have recently been provided to more than 40 elementary, secondary, and community college agencies. In addition, the progress or results of evaluations of: Early Childhood, Compensatory Education, Mentally Gifted Minors, Educationally Handicapped, Ransom Reading, Career Awareness, Community College Veterans' Recruitment, and Community College Children's Centers will be described. The assertion will be made that behavioral objectives as used in program evaluations are essentially research hypotheses and that data analysis and interpretations should recognize this through the employment of statistically derived confidence intervals. Another assertion that will be made is that three criteria should be used in judging program evaluation: (1) standards of behavioral science research; (2) utility; and (3) cost-benefit considerations. Finally, two program evaluation models will be compared to the one that has evolved in the County Office.

THE STATE OF THE ART & SCIENCE OF EDUCATIONAL PROGRAM EVALUATION SERVICES (K-14) IN LOS ANGELES COUNTY AS EXPERIENCED BY ONE LOS ANGELES COUNTY CONSULTANT

Section 1: Introduction and Acknowledgements

The purpose of this presentation is to give you one person's view of the State of the Art and Science of Educational Program Evaluation Services provided by the Los Angeles County Superintendent of Schools Office to the 82 school districts and 20 community colleges in Los Angeles County. You may be interested to hear that these Educational Program Evaluation Services are provided upon their request and are free of charge to these 102 local educational agencies.

There are three different kinds of Program Evaluation Services that are provided. These three are called: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluator Assistance. At present the Los Angeles County Office has twelve full-time consultants who provide these three kinds of Program Evaluation Assistance.

The County Office has not always provided this kind of evaluation assistance. In fact, this 3-way delivery of evaluation assistance is quite recent. After the idea of offering Educational Program Audits to requesting LEA's evolved, there was initially a period of pilot testing that took place. Within Dr. Maylon Drake's Administrative Service Area, Dr. Jean Wiener, Dr. Ruth Cohen, and Dr. Bill Turner undertook an "in-house audit" of an educational program that was being directed by other consultants who worked at the Los Angeles County Office. While "in-house audits" are not strongly recommended, the experience gained was valuable. After the "in-house audit" the Educational Program Audit Service was offered to six selected districts. Since that time requests for audits increased to 18 for last year (1973-74) and 30 for this year (1974-75).

Those who helped bring about the evolution of these services should be acknowledged. These "change agents", or "prime movers", include Dr. Richard Clowes, Superintendent; Dr. Maylon Drake, Assistant Superintendent for Educational Programs and Services: Dr. Gordon Footman, Director, and Dr. Warren Newman, Assistant Director, of the Division of Program Evaluation, Research, and Pupil Services: Drs. Jean Wiener: Ruth Cohen: and Bill Turner. The members of the Los Angeles County Board were also supportive of this effort; they are: Dr. Daniel L. Towler, President: Vincent H. Simpson, Vice President; Robert M. Bock, Member; Mrs. Pauline Chace, Member; Mrs. Lucille M. Fields, Member: Dr. E. V. Pullias, Member: and Mrs. Kathryn Vanderhook, Member.

Needless to say, without the efforts of all these people the three-way Evaluation Services Delivery System would not have come into being.

While a more detailed description of the evolution of the Three Evaluation Services might be interesting to some, it suffices to say here that the three distinct services previously mentioned: (1) Evaluation Planning, (2) Program Audit, and (3) Direct Evaluator Assistance are the three services that are now being provided. Of course, like all organizations, the Los Angeles County Office is in a period of transition, but for the time being and for the foreseeable future these three services seem to have achieved a measure of stability.

Section 2: Definition and Role of the Three Program Evaluation Services

The Three Evaluation Services are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluator Assistance. These three services are defined as follows:

I. Educational Program Evaluation Planning Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is

intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

II. Educational Program Audit Assistance

Local educational agencies may elect to have an educational program audit. The educational program audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

III. Direct Evaluator Assistance

An evaluator at a local educational agency may elect to receive direct evaluator assistance in the development of an evaluation management plan, statistical data analysis, data synthesis, and evaluation report writing and interpretation.

In chemistry it is known that a set of reactants can be made to produce different products. The products that are produced depend on the catalyst used and the experimental condition chosen. For example, carbon monoxide and hydrogen can produce either methane (CH_4) or methanol, depending on the catalyst used.

An analogy exists between a chemical catalyst and the role of County Office Evaluation Consultants. It is intended and expected that these three services act somewhat like a catalyst to help improve evaluation skills in Los Angeles County.

Section 3: A Comparison of the U.C.L.A. Evaluation Model, the C.I.P.P. Evaluation Model, and the Evolving Los Angeles County Evaluation Services Model

The Program Evaluation Services Model that has evolved at the Los Angeles County was developed out of a face-to-face relationship with the LEA personnel and does not exactly and completely conform to either the U.C.L.A. Evaluation Model or the C.I.P.P. Evaluation Model. However, there are strong similarities between them.

The U.C.L.A. Center for the Study of Evaluation has defined evaluation and listed five evaluation phases. The Center defines evaluation as "....The process of determining the kinds of decisions that have to be made and selecting, collecting, and interpreting the information needed in making these decisions." The five evaluation phases are: Needs Assessment, Program Planning, Implementation Evaluation, Progress Evaluation, and Outcome Evaluation. The definition of each of these five phases is shown in Table 1. (Center for the Study of Evaluation, Evaluation Workshop I, 1971.)

TABLE I - U.C.L.A. Center for the Study of Evaluation Definitions of the Five Phases of Evaluation

Phase 1:	Needs Assessment involves stating the objectives to be met and determining how well an existing program is meeting these objectives. This information is used to identify school or program needs.
Phase 2:	In Program Planning, the evaluator provides the project director with tools to help make planning decisions. He also builds into the program the procedures that will be needed for assessing whether or not it is operating as planned and how well it is achieving its objectives.
Phase 3:	Implementation Evaluation is a monitoring process to determine the extent to which the specified elements of the program have been implemented as planned.
Phase 4:	Progress Evaluation provides information about the progress of the program's objectives. This information is used to modify the program where necessary.
Phase 5:	Outcome Evaluation provides information about the success of the entire program. This information can support a decision to maintain, modify, expand, or discontinue the program.

Stufflebeam, the Director of the Western Michigan University Evaluation Center, has defined evaluation as ". . . the process of ascertaining the relative values of competing alternatives . . . (it is the process) . . . of supplying information for decision makers." According to Stufflebeam's C.I.P.P. Model of Evaluation there are four kinds of evaluation that are concerned with four classes of evaluation decisions and they focus concern on four different areas. These are shown in Table 2 (Stufflebeam, Daniel. "Use of Experimental Designs in Educational Evaluation," 1971).

TABLE 2 - Kinds of Evaluation, Classes of Evaluation Decisions, and Focus of Concern of the C.I.P.P. Evaluation Model

The 4 kinds of Evaluation	The 4 classes of Evaluation Decisions	Focus of Concern
Context	Planning	Identifying unmet needs, selecting program objectives
Input	Structuring	Projecting and analyzing alternative procedural designs to achieve the stated objectives
Process	Implementing	Operationalizing and executing the program design, monitoring program operations
Product	Recycling	Judging and reacting to program results. Ascertaining the degree to which objectives have been attained

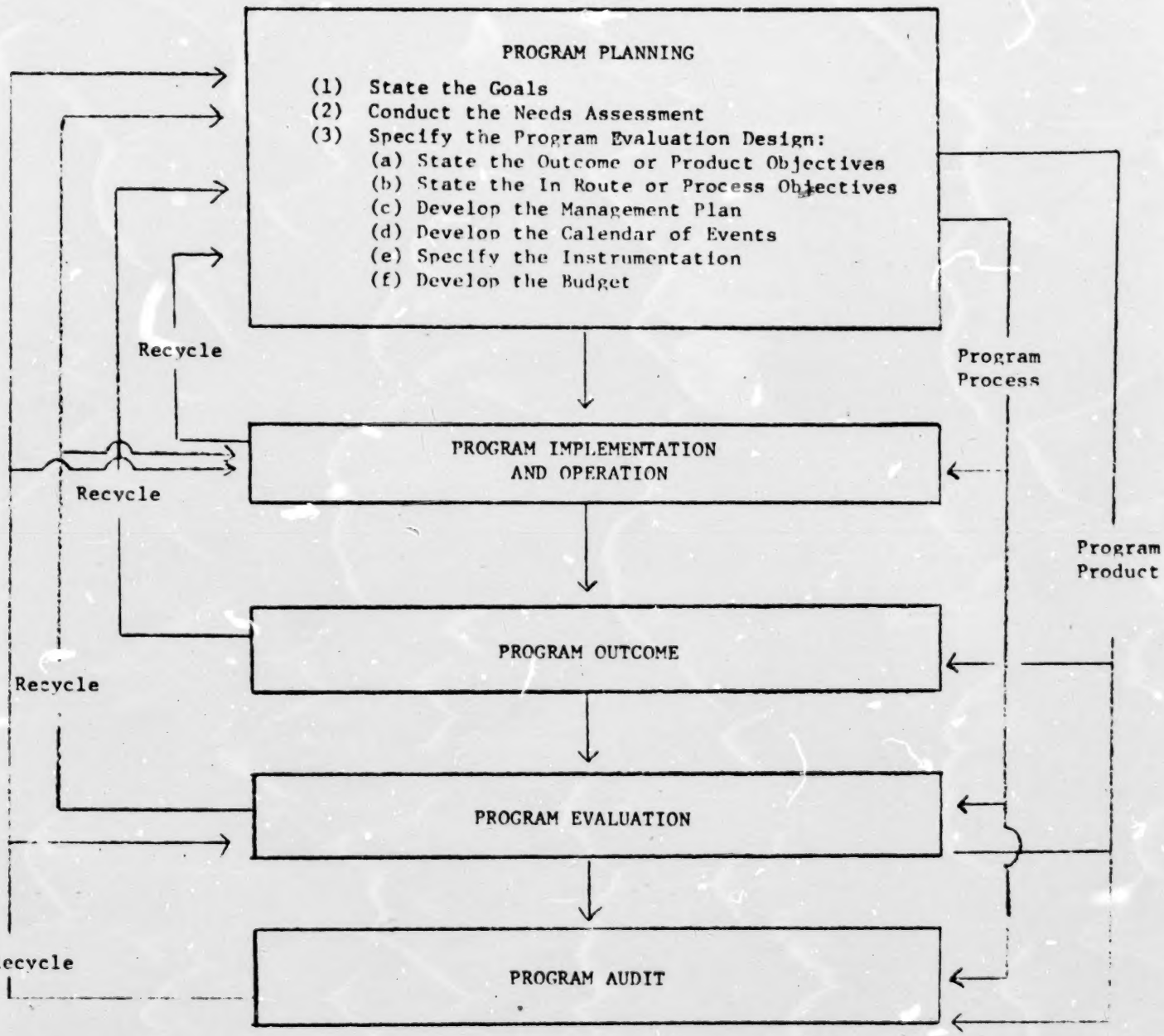
A tentative program Evaluation Services Model has been developed by Los Angeles County staff. This Flowchart Model is shown below in Display 1.

DISPLAY 1

EDUCATIONAL PROGRAM EVALUATION

AND

EDUCATIONAL PROGRAM AUDIT



From the descriptions of both the U.C.L.A. and C.I.P.P. Models and the descriptions of the three Los Angeles County Services, it seems clear that the six Los Angeles County Educational Program Evaluation Planning Consultants work with LEA personnel in Phase 1 (Needs Assessment) and Phase 2 (Program Planning) of the U.C.L.A. Evaluation Model as well as with the Context and Input areas of the C.I.P.P. Evaluation Model. It further seems clear that the four Los Angeles County Educational Program Audit Consultants work with LEA personnel in Phase 3 (Implementation Evaluation), Phase 4 (Progress Evaluation) and Phase 5 (Outcome Evaluation) of the U.C.L.A. Evaluation Model, along with Process and Product areas of the C.I.P.P. Evaluation Model. In the past, the two Los Angeles County Direct Evaluator Consultants have probably worked more in Phase 5 (Outcome Evaluation) of the U.C.L.A. Evaluation Model and area 4 (Product Evaluation) of the C.I.P.P. Model. But, with the recent development of the Planning and Audit Services, a real effort has been made to involve the Direct Evaluator Consultants earlier; that is, in Phase 3 (Implementation Evaluation), Phase 4 (Progress Evaluation), and Phase 5 (Outcome Evaluation) of the U.C.L.A. Evaluation Model and the areas of Process and Product of the C.I.P.P. Evaluation Model.

Section 4 - Progress or Results of Los Angeles County Evaluation Services for Selected LEA Programs *

During the 1973-74 school year, audits were conducted for eighteen LEA programs. Among those were audits of: Early Childhood Educational Programs, Title 1 Programs, A Mentally Gifted Minor Program, a Career Awareness Program, and a Ransom Reading Program. Some of the objectives of these programs are shown in Displays 2 through 6. (The credit for the format of the audit plans goes to Dr. Jean Wiener, Dr. Ruth Cohen, and Dr. Bill Turner.)

*To preserve confidentiality, the local educational agencies are not named.

DISPLAY 2 – PORTION OF THE AUDIT PLAN FOR THE EARLY CHILDHOOD EDUCATION PROGRAM
(THIS ECE PROGRAM RANKED NEAR THE "TOP" BY THE STATE TEAMS)

PROJECT PERSONNEL RESPONSIBILITIES					AUDITOR RESPONSIBILITIES			
TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
Reading								
1.0 K-3 students (each grade separately)	5% shift from below Q_1 to above Q_1 10% shift from second quarter of test score distribution to above Q_2	CTBS Reading pre-post (based on national norms)	~~11-15-73~~ 11-19-73 ~~5-31-74~~ 6-31-74	20 tests x 4 grades	~~11-15-73~~ 11-19-73 5-31-74	Computation of shifts Report agreement	First interim Final	12-5-73 7-30-74
1.1 K-3 students (each grade separately)	Mean gain of 7 months	CTBS Reading pre-post	5-31-74	20 tests x 4 grades	5-31-74	Compute means Report agreement	Final	7-30-74
Staff Development								
1.0 K-3 classroom teachers Associate Teachers Miller-Unruh teachers (after 42 hours of inservice)	Record code symbols of teacher and pupil behavior on a grid in sequence	BASICS Interaction Record	11-13-73 3-28-74	2 classes per grade	11-13-73 3-28-74	Observation of grids	First interim Second interim Final	12-5-73 4-11-74 7-30-74
Parent Involvement								
A parent of 75% of K-3 students	Attend one of the following: a. workshop b. local or district advisory meeting c. local school program	Attendance records	3-28-74		3-28-74 5-31-74	Report agreement	Second Interim Final	4-11-74 7-30-74

DISPLAY 3 - PORTION OF THE AUDIT PLAN FOR THE TITLE I PROGRAM

	TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
1.1 - 1.6	First through sixth grade students, each grade taken separately	Average mean gain of a minimum o one month's progress per month in the program in reading and math.	CTBS	pre Oct. 29 1973 post May 20 1974	Rescore 20 tests. Compute sample mean.	11-28-73 ✓ 6-21-74	Report agreement	First Interim Report Final Report	12-22-73 ✓ 7-19-74
2.0	25% of pupils in kindergarten P.E.P. program	Achieve above 50% in readiness for first grade.	CTBS	pre Oct. 31 1973 post May 20 1974	Rescore 20 tests. Compute sample percentile.	11-28-73 ✓ 6-21-74	Report agreement	First Interim Report Final Report	12-22-73 ✓ 7-19-74
8.0	75% of project participants in Title I P.E.P.	Achieve at least 75% of their terminal hierarchy objectives in the affective domain as initially prescribed on their individual Educational Progress Inventory.	Educational Progress Inventories.	end of school year.	Compute sample percentiles.	6-21-74	Report agreement	Final Report	7-19-74
10.0 A.	80% of Title I P.E.P. students	Evidence a more positive self-confidence by increase of one or more correct answers.	Self-Appraisal Inventory (U.C.L.A. 10X).	pre Oct. 29 1973 post May 20 1974.	Rescore 10 tests at each grade level. or all the students of 10 classes	11-28-73 ✓ 6-21-74	Report agreement	First Interim Report Final Report	12-22-73 ✓ 7-19-74

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DISPLAY 4 - PORTION OF THE AUDIT PLAN FOR THE MENTALLY GIFTED MINOR PROGRAM

	PROJECT PERSONNEL RESPONSIBILITIES				AUDITOR RESPONSIBILITIES				
	TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
1.0	90% of students	Indicate that attention and respect were paid to their personal feelings and opinions about literature. Percentage includes upper 2 ranges on a scale of 3	Student Attitude Survey	5-31-74	5 surveys x 3 grades x 5 schools	6-13-74	Compute percentages Report agreement	Final Report	6-28-74
1.3	Experimental and control groups (30 MGM students per grade 4, 5, & 6 in Glendora Unified)	Significant differences between gain scores at .05 level	NCT/ETS "A Look at Literature" Test	12-5-73 5-31-74	10 tests x 3 grades x 4 schools in control group. 10 tests x 3 grades x 5 schools in experimental group.	12-5-73 6-13-74	Rescore test Compute significance Report agreement	First Interim Report Final Report	1-22-74 6-28-74
1.4	MGM students in 6th grade	Average score of 9.9	Post mean on CTBS Reading Test	5-31-74	25% sample in 5 schools	6-13-74	Compute means Report agreement	Final Report	6-28-74
1.6	90% of students	Discuss books in at least 5 different types	Teacher Log Item III	12-5-73 3-14-74 5-31-74	5 students x 6 grades x 5 schools (3 and 2)	12-5-73 3-14-74 6-13-74	Report agreement	First Interim Report Second Interim Report Final Report	1-22-74 4-30-74 6-28-74
1.8	2 experts in field of literature	Indicate on samples of one student at three different grade levels	Label of outstanding	5-31-74	Products	6-13-74	Report agreement	Final Report	6-28-74

DISPLAY 5 - PORTION OF THE AUDIT PLAN FOR THE CAREER AWARENESS PROGRAM

PROJECT PERSONNEL RESPONSIBILITIES					AUDITOR RESPONSIBILITIES				
	TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
1.0	90% or more of 7th grade students	State in writing the profession of at least one of his parents	Written statement	1-74 5-74	60 written statements	3-12-74 5-31-74	Report agreement	Second Interim Final	3-26-74 6-27-74
2.0	7th grade students	Show a gain on total score from pre to post	Semantic differential measure of attitudes (Form H 2/73)	10-73 5-74	30 measures of attitudes	12-4-73 5-31-74	Report agreement	First Interim Final	1-8-74 6-27-74
3.0	85% of 1/3 random selection of 7th grade students	Demonstrate gain in number of occupations they can list	List of occupations pre and post	1-74 5-74	10% of random selection	3-12-74 5-31-74	Report agreement	Second Interim Final	3-26-74 6-27-74
4.0	8th grade students	Show a gain from pre to post	Semantic differential measure of attitudes (Form H 2/73)	10-73 5-74	30 measures of attitudes	12-4-73 5-31-74	Report agreement	First Interim Final	1-8-74 6-27-74
1.1	Evaluator	Data indicating that all students completed a list of five elements of his parents profession in each student progress file	Completed data	1-74 5-74	60 lists	3-12-74 5-31-74	Report agreement	Second Interim Final	3-26-74 6-27-74
3.3	Students (unless ill or absent)	Participate in at least one field trip	Log of students on field trips	12-4-73 3-12-74	Logs	12-4-73 3-12-74	Report agreement	First Interim Second Interim	1-8-74 3-26-74

DISPLAY 6 - PORTION OF THE AUDIT PLAN FOR THE RANSOM READING PROGRAM

	PROJECT PERSONNEL RESPONSIBILITIES				AUDIT SAMPLE	AUDITOR RESPONSIBILITIES			
	TARGET	TASK	MEASURE	DATE		DATE	ANALYSIS	REPORT	DATE
3.2.1.1	80% of grade 1 students in each Phase I school participating in Ransom Reading Program from time of initial placement testing and with 115 or more days of attendance	Achieve 12 or more program mastery tests	Mastery tests	6-19-74	20 tests x 3 schools	6-19-74	Report agreement	Final	7-11-74
3.2.2.3	Grade 3 students in each Phase I school participating in Ransom Reading Program from time of initial placement testing and with 115 or more days of attendance	Average achievement gain of seven months	Cooperative Primary Reading Test pre and post	11-7-73 6-19-74	20 tests x 3 schools	11-7-73 6-19-74	Compute means Report agreement	First Interim Final	1-10-74 7-11-74
3.2.2.6	20% random sample of grade three students in Ransom Reading Program from time of initial placement testing and with 115 or more days of attendance	Average gain of seven months in reading decoding skills	Slosson Oral Reading Test pre, post	11-7-73 6-19-74	10% of sample	11-7-73 6-19-74	Compute means Report agreement	First Interim Final	1-10-74 7-11-74

DISPLAY 6 (CONT.) - PORTION OF THE AUDIT PLAN FOR THE RANSOM READING PROGRAM

	PROJECT PERSONNEL RESPONSIBILITIES				AUDITOR RESPONSIBILITIES				
	TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
3.1.7	Resource Teachers	Have equipment and materials necessary for filling 80% or more of teacher requests in Phase I schools by Oct. 31	Resource Teacher evaluation questionnaire in Nov. and May	12-6-73	Questionnaire	12-6-73	Report agreement	First Interim Final	1-10-74 7-11-74
3.1.8	Resource Teachers	Have equipment and materials necessary for filling 80% or more of teacher requests in Phase II schools by Dec. 31	Resource Teacher evaluation questionnaire in Jan. and May	4-3-74	Questionnaire	4-3-74	Report agreement	Second Interim Final	5-9-74 7-11-74
3.1.10	Classrooms in Phase I and Phase II schools	On-going records of pupil skill needs and mastery recorded on profiles present in classroom	School principal observations in Nov., Jan. and March	12-6-73 4-3-74	Observation Questionnaires 2 classes x 3 grades x 7 schools	12-6-73 4-3-74	Report agreement	First Interim Second Interim Final	1-10-74 5-9-74 7-11-74

During the 1974-75 school year, an Educationally Handicapped Program and a Community College Veterans' Recruitment Program are being audited. Also during this year a Community College Children's Center Program is receiving Program Evaluation Planning Assistance. Most of the objectives of the Community College Children's Center Program have been developed. Some of the objectives of these programs are shown in Displays 7 through 10.

DISPLAY 7 - PORTION OF THE AUDIT PLAN FOR THE EDUCATIONALLY HANDICAPPED PROGRAM

PROJECT PERSONNEL RESPONSIBILITIES				AUDITOR RESPONSIBILITIES				
TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
Product Objectives								
1.1 All EH students in the special day classes for EH students taken together as one group (Exclude 4 students who scored highest on the pretest)	will have a posttest standard score mean that is statistically significantly different (p1.10) from the pretest standard score mean	Metropolitan Achievement Test (Test 1)	Sept. 30, 1974 May 30, 1975	Sample of Metropolitan Achievement Tests (Test 1) plus summary sheets of test results per student & for the total group.	Nov. 25, 1974 May, June 1975	Compute audit sample means and mean gain	First Interim Final	Jan. 1975 June, July 1975
4.0 All EH students in the special day classes for EH students taken together as one group (K-6)	will have a pre to posttest raw score mean gain of at least 0.5 levels	Locally Constructed Social Adequacy Scale	Sept. 24, 1974 May 30, 1975	Sample of Social Adequacy Scales	Nov. 25, 1974 May, June 1974	Compute audit sample means and mean gain	First Interim Final	Jan. 1975 June, July 1975

DISPLAY 7 (CONT.) - PORTION OF THE AUDIT PLAN FOR THE EDUCATIONALLY HANDICAPPED PROGRAM

PROJECT PERSONNEL RESPONSIBILITIES				AUDITOR RESPONSIBILITIES				
TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
Process or Activity Objectives								
3.0 Within 90 school days of being placed in the special day class, the EH teacher	will have developed for EH students placed after Jan. 1973 an educational plan including specific measurable instructional objectives in his areas of disabilities.	A. Educational Plan will be on file in student record folder (Kept in the classroom)	Oct. 23, 1974	A. Educational Plan will be on file in student record folder (Kept in the classroom)	Nov. 25 1974	Report degree of attainment or agreement	First Interim	Jan. 1975
		B. Ninety School Day Placement Form showing each EH student's name, date of placement in the special day class, and the date of the educational plan.	Sept. 24, 1974	B. Ninety School Day Placement Form showing each EH student's name, date of placement in the special day class, and the date of the educational plan.	Possibly by March 17, 1974	Report degree of attainment or agreement	Second Interim	April 1975
9.1 The EH Program Evaluator	Will prepare a first interim evaluation report and deliver it to auditor and all EH staff (including 3 EH teachers and Program Director)	First interim report received by all EH staff and auditor	Nov. 15, 1974	First interim report received by all EH staff and auditor	Nov. 25, 1974	Report degree of attainment or agreement	First interim	Jan. 1975

DISPLAY 8 - OUTCOME OBJECTIVES FOR THE VETERANS' OUTREACH PROGRAM

VETERANS

Total Program Product or Outcome Objectives:

1.0 Full-time benefit receiving veterans' enrollment (Full-time means taking 12 units each semester)	--will increase 5% per year.
2.0 At least 3 veterans	--will attend at least one Advisory Committee meeting by December, 1974.
3.0 At least 15 veterans without high school diplomas	--will attend remedial sessions or classes at Harbor.
4.0 80% of veterans receiving benefits	--will see veterans' office personnel at least twice per semester.
5.0 At least 500 veterans receiving benefits	--will complete a minimum of 6 units in a given semester.

DISPLAY 9 - SELECTED PROCESS OBJECTIVES FOR THE VETERANS' OUTREACH PROGRAM

PROCESS OBJECTIVES

TARGET	TASK	MEASURE
7.0 Peer Counselors	Complete activity log once a week while school is in session. The activity log will include: (a) places visited; (b) amount of time worked; (c) nature of activity; and (d) a record of promotional information disseminated via leaflets, posters, bumper stickers, word of mouth, and (e) note approximate number of veterans contacted.	Activity log will be located on the ba of the payroll report form (The vetera secretary will keep this).
9.0 Peer Counselors	Transmit information that pertains to needs of vets to the outreach counselor at least once a month.	Need appraisal form (The veterans' secretary will keep this).
10.0 Veterans' Counselor	Will hold monthly advisory committee meeting.	Minutes of the meeting (The veterans' secretary will keep this).
11.0 Veterans' Counselor	Develop a preliminary budget for the following year.	Budget for following year (The veterans' secretary will keep this).
13.0 Veterans' Counselor	Conduct initial professional counseling interview with veteran and refer to appropriate counselor if judged necessary.	Referral form (The veterans' secretary will keep this).
15.0 Veterans' Counselor	Selection and placement of veterans to VCIP jobs.	Pay vouchers (The veterans' secretar will keep this).
17.0 Veterans' Counselor	Receive, review and supervise veterans' secretary's compilation of file of Activity Log Summary each month showing number of veterans contacted by peer counselors.	File of Activity Log Monthly Summaries (The veterans' secretary will keep this).

DISPLAY 10 - SELECTED OBJECTIVES FOR THE COMMUNITY COLLEGE CHILDREN'S CENTER PROGRAM

GOAL I To provide exemplary child development programs and services that foster the cognitive, social, emotional, and physical development for each child participant.

	TARGET	TASK	MEASURE	DATE
1.0	The Director and staff	Will hold curriculum planning meetings	Minutes in Director's office.	Each week
2.0	The Director	Will keep at the center minutes of all staff meetings	Minutes in Director's office.	During semester
3.0	The Evaluator	Will examine meeting minutes	Evaluator's report in evaluator's office.	Within two weeks of end of semester
4.0	The Director and staff	Will provide interest centers	Coordinator's checklist in Coordinator's office.	Continuous during center operation
5.0	The Coordinator	Will visit the center	Coordinator's checklist in Coordinator's office.	Twice each semester
6.0	The Evaluator	Will review Coordinator's checklist	Evaluator's report in Evaluator's office.	Last two weeks of semester
11.0	The Coordinator	Will inform the Director and Evaluator in writing of all regulations and ordinances pertaining to the center	Coordinator's copy of memo, letter, and manual in Coordinator's office.	Before the beginning of center operation
12.0	The Evaluator	Will ensure that the center is in compliance with all ordinances and regulations	Evaluator's report and checklist in Evaluator's office.	Last two weeks of center operation

GOAL II To expand educational opportunities in the Los Angeles Community College District by increasing college accessibility.

	TARGET	TASK	MEASURE	DATE
2.2	The Director	Will ensure admission priority as determined by criteria format	File of ranked applications in Director's office.	Continuously during center operation
2.8	The Evaluator	Will determine the financial impact on the Community College District	Evaluation report in Evaluator's office.	Within 2 weeks following end of semester

Section 5 - Program Evaluation Performance Objectives are Essentially Research Hypotheses [1]

It is the present point of view of the three Los Angeles County Educational Program Auditors that data collected relative to performance objectives should be treated statistically in the same manner as data collected in the testing of research hypotheses.

An example or two may be in order. Suppose an objective stated that there will be a 7-month gain (on Test A) pre to post (October and May) for students in the XYZ program. Since the auditor selects a sample of XYZ students, rescores pre and post tests, and computes a mean gain based on a sample of pre and post test scores, the auditor should employ a confidence interval to test whether or not the objective was attained. Similarly, it is recognized that if the external auditor's sample mean or sample proportion is to be compared to the internal evaluator's population mean or population proportion, the confidence interval method should again be used.

The confidence interval estimate procedures for the pre to post test gain and post test only are shown below in Tables 3 and 4.

TABLE 3 - Confidence Interval Estimation Formulae for the Pre to Post Test Gain Condition for Means or Porportions

Hypotheses	*Test statistic*	*Confidence interval*	*Assumptions*
$H_0: \mu_1 - \mu_2$ or $\theta = \mu_1 - \mu_2 = 0$ H_1: H_0 is false	$t = \frac{\bar{d}\sqrt{N}}{S_d}$ where $\nu = N - 1$	$\mu_1 - \mu_2 = \bar{d} \pm t_\nu\left(\frac{\alpha}{2}\right)\left(\frac{S_d}{\sqrt{N}}\right)$	1. Dependence between samples 2. Independence within samples 3. Normality 4. Variances unknown
$H_0: p_1 - p_2$ or $\theta = p_1 - p_2 = 0$ H_1: H_0 is false	$Z = \frac{\hat{p}_1 - \hat{p}_2}{\sqrt{\hat{p}_0\hat{q}_0/N_1 + \hat{p}_0\hat{q}_0/N_2}}$ where $\hat{p}_0 = \frac{N_1\hat{p}_1 + N_2\hat{p}_2}{N_1 + N_2}$	$p_1 - p_2 = (\hat{p}_1 - \hat{p}_2) \pm Z\left(\frac{\alpha}{2}\right)\sqrt{\frac{\hat{p}_1\hat{q}_1}{N_1} + \frac{\hat{p}_2\hat{q}_2}{N_2}}$	1. Independence between samples 2. Independence within samples 3. Binomial 4. $N_1\hat{p}_0 > 5$, $N_2\hat{p}_0 > 5$ $N_1\hat{q}_0 > 5$, $N_2\hat{q}_0 > 5$

[1] Dr. James Vogler contributed to this section.

TABLE 4 - Confidence Interval Estimation Formulae for the Post Test Only Condition for a Mean or Porportion

Hypothesis	*Test statistic*	*Confidence interval*	*Assumptions*
$H_0: \mu = \mu_0$ $H_1: \mu \neq \mu_0$	$t = \frac{\bar{X} - \mu_0}{S/\sqrt{N}}$ where $\nu = (N-1)$	$\mu = \bar{X} \pm t_\nu\left(\frac{\alpha}{2}\right)\frac{S}{\sqrt{N}}$	1. Independence 2. Normality 3. Variance unknown
$H_0: p = p_0$ $H_1: p \neq p_0$	$Z = \frac{\hat{p} - p_0}{\sqrt{p_0 q_0/N}}$	$p = \hat{p} \pm Z\left(\frac{\alpha}{2}\right)\sqrt{\frac{\hat{p}\hat{q}}{N}}$	1. Independence 2. Binomial variable 3. $Np > 5$ $Nq > 5$

The Confidence Interval Estimate Procedure was used last year. The results of one such analysis is shown in Table 5 below.

Objective 4.0

Upon completion of the program year in 1974, Title I project participants will, in spelling skills, have demonstated more than one months gain for each month in the program as measured by scores on the WRAT.

TABLE 5 ---- Wide Range Achievement Test - Spelling

Grade	Sample	Means Raw Score		Grade Equivalents		Gains in Months	Attainment of Objective		Concurrence
		Pre	Post	Pre	Post		Yes	No	
K	10	7.2	18.0	PK7	1.0	13	✓		Concur
1	10	15.0	23.0	K7	1.5	8	✓		Concur
2	10	19.4	28.0	1.1	2.2	11	✓		Concur
3	10	26.3	31.0	1.8	2.6	8	✓		Concur
4	10	28.7	35.5	2.3	3.2	9	✓		Concur*
5	10	30.1	35.2	2.5	3.2	7	✓		Concur*
6	10	35.4	40.7	3.2	4.7	15	✓		Concur

*An upper statistical limit score was calculated and used for grades four and five using the t distribution and the confidence interval method.

The Auditor concurs with the evaluator that the objectives for grades kindergarten through sixth grade were attained.

For the data from grades 4 and 5, the auditor would have disagreed with the evaluator's statement that the objective had been attained, had he not calculated the confidence interval.

Section 6: Some Questions and Answers Regarding the Educational Program Audit Process [2]

WHAT IS AN EDUCATIONAL PROGRAM AUDIT?

DEFINITION: An educational program audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

WHY HAVE AN AUDIT? WHAT MIGHT RESULT FROM IT?

There are many reasons why local educational agencies request program audits. Some of the results of past audits are:

1. The identification of clearer definitions of program personnel responsibilities.
2. The gathering of needed baseline data on the level of success of an educational program.
3. The determination of test scoring discrepancies.
4. The identification of model or "turnkey" programs which deserve to be developed and expanded.
5. The identification of areas for inservice training.
6. The enhancing of credibility for the program and for the local educational agency.

[2]Most of the credit for the question and answer format and content of this section belongs to Dr. Jean Wiener. Other consultants who have contributed to this section include Dr. Dale Russell and Dr. Tom Bishop.

WHAT ARE THE PROFESSIONAL ROLES OF THE EDUCATIONAL PROGRAM AUDITOR?

The educational program auditor brings a relatively new professional role to education. He serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation of an educational program.

THE AUDITOR IS:

1. Independent from the program to be audited.
2. A reviewer and not a decision-maker.
3. A reporter and an observer.
4. A professional who exercises care and integrity in performing the audit examination and in preparing audit reports.
5. Equipped to innovate within his own profession and to encourage reforms in the schools.

WHAT ARE THE STAGES IN THE AUDIT PROCESS?

STEP A: Optional Pre-Audit Assistance: Educational Program Evaluation Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

Step 1 - Orientation

Orientation sessions to the audit may be conducted for local educational agency personnel.

Step 2 - Review of the Total Program

The product and process objectives, the evaluation specifications, design management plan, time frame, and related documentation are reviewed to ensure the auditability of the program.

Step 3 - Development of the Audit Plan

The audit plan is a planning and operational control document for the auditor and a quality and management control document for both the local program director and the local program evaluator. This plan indicates the techniques, schedules, processes, and procedures which the auditor will use in judging the adequacy of the evaluation process and in verifying the evaluation findings. One method of random sampling frequently used is matrix sampling.

Step 4 - The Audit Contract

The audit contract is a written agreement between the local education agency and the Los Angeles County Superintendent of Schools Office. The purpose of the contract is to make explicit the conditions of the audit agreement. One section, for example, is the Assurance of Confidentiality section.

Step 5 - On-Site Visit(s)

Typically, the auditor makes one announced on-site visit and one unannounced on-site vist. During on-site visits, the auditor collects firsthand data as identified in the audit plan and for the purpose of ascertaining the degree of attainment of process objectives.

Step 6 - Interim and Final Audit Reports

Typically, the auditor presents an interim report following each on-site visit and a final audit report following the receipt of the final evaluation report.

The final audit report is presented to the program evaluator, program director, and superintendent, usually within twenty working days of receipt of the final evaluation report. All of the reports are confidential and presented to only the program evaluator, program director, and superintendent.

Step 7 - Exit Interview and Local Educational Agency Evaluation of the Educational Program Audit Service They Have Received

It is recognized that the audit process should itself be evaluated by those who receive the service.

CAN LOCAL EVALUATORS RECEIVE ASSISTANCE?

Yes. Should a local evaluator of a program which is being audited desire consultant assistance in the development of an evaluation management plan, statistical data analysis, data synthesis, evaluation report writing or interpretation, he should, as soon as possible, initiate a request for assistance by writing to Dr. Gordon Footman, Director, Division of Program Evaluation, Research, and Pupil Services, Los Angeles County Superintendent of Schools, 9300 East Imperial Highway, Downey, CA 90242.

CAN PROGRAM OBJECTIVES BE REVISED?

Yes, upon the agreement between the local program personnel and the auditor.

WHAT AUDIT TRAIL DOCUMENTS SHOULD PROGRAM PERSONNEL KEEP?

In order to do the job of verifying the evaluation of an educational program, the auditor must have direct access to firsthand evaluation data. The rule here is "Keep all evaluation trail documents. Keep whatever measure is used by the evaluator to determine whether or not each program objective is attained." Evaluation trail documents often used are test booklets and answer sheets, pre- to post- tests,

or post-tests only, summary sheets, levels mastered on criterion referenced tests, attendance rosters for inservice staff meetings.

HOW DOES THE AUDIT RELATE TO THE STULL BILL?

Whereas the Stull Bill is concerned with the evaluation of a single person, the audit is concerned with verifying the evaluation of an educational program. The local program evaluator will present a final evaluation report, and possibly interim reports as well, on the attainment or nonattainment of program objectives. As an outside, third party, the auditor samples evaluation data and verifies the results of the internally conducted program evaluation. The auditor's reports include audit findings relative to the attainment or nonattainment of program objectives. While the Stull Bill is concerned with a single person, the audit is concerned with a program. No person is mentioned by name in an audit report. If a program process objective were stated as "All instructors teaching a certain level will receive the math textbook, Mathematics Fundamentals, by the first day of class," and if during the on-site visit the auditor found that four instructors out of ten interviewed did not receive the books by the date indicated, the audit report would present just this information. The point of focus for the audit is the program.

WHAT IF OTHER QUESTIONS COME UP?

Call your auditor of record to discuss the situation.

Section 7 - Conclusion

The purpose of this paper and oral presentation is to give visiting CERA Conference attendees one consultant's view of the State of the Art and Science of Educational Program Evaluation Services (K-14) in Los Angeles County. The three-way program evaluation services that have been provided to more than 40 elementary

secondary, and unified school districts and community colleges are described. Some of the results or the progress of evaluations of Early Childhood Education, Compensatory Education, Mentally Gifted Minors, Educationally Handicapped, Career Awareness, Veterans' Recruitment, Children's Centers, and Ransom Reading Programs were examined. The assertion is made that performance objectives as used in program evaluations are essentially research hypotheses and that data analyses and interpretations should recognize this fact. Finally, the writer would like to agree with Stufflebeam in his assertion that three criteria should be used in judging program evaluation: (1) standards of behavioral science research, (2) utility, and (3) cost-benefit considerations.

Bibliography

Los Angeles County Superintendent of Schools Office, Educational Program Audit Handbook, 1973 (Drs. Jean Wiener, Ruth Cohen, and Bill Turner - editors). In ERIC. ED 084 664.

Los Angeles County Superintendent of Schools Office, Educational Program Evaluation Handbook, 1974.

Stufflebeam, Daniel L. "The Use of Experimental Design in Educational Evaluation," Journal of Educational Measurement. Vol. 8, No. 4, Winter 1971.

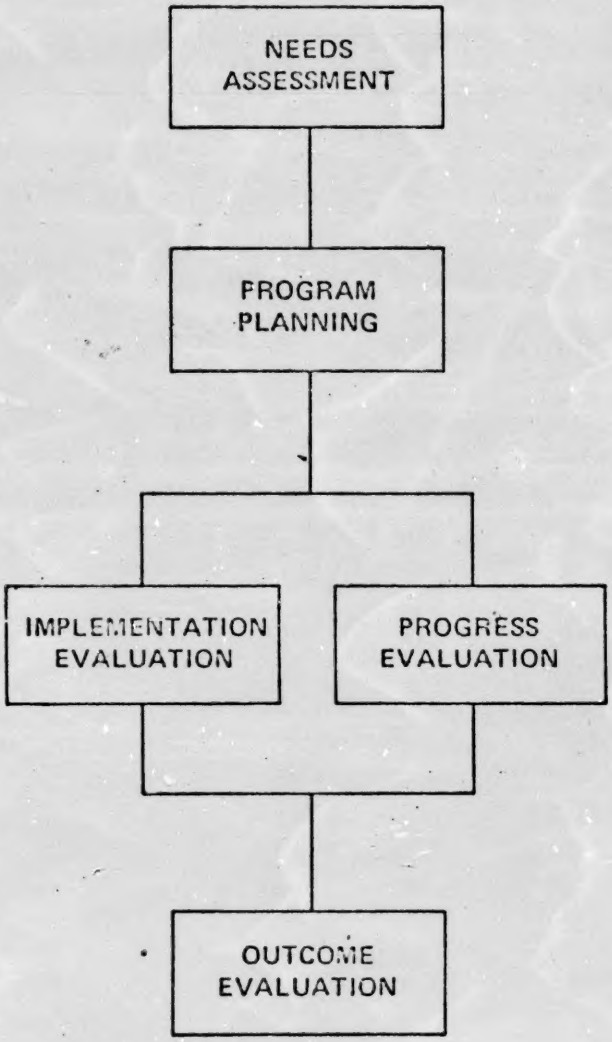
UCLA, Center for the Study of Evaluation, Evaluation Workshop 1, 1971.

UCLA CENTER FOR THE STUDY OF EVALUATION

EVALUATION MODEL

Evaluation is the process of determining the kinds of decisions that have to be made and selecting, collecting, and interpreting the information needed in making these decisions.

Five evaluation phases provide the framework for the decision-making process:



Needs Assessment involves stating the objectives to be met and determining how well an existing program is meeting these objectives. This information is used to identify school or program needs.

In Program Planning, the evaluator provides the project director with tools to help make planning decisions. He also builds into the program the procedures that will be needed for assessing whether or not it is operating as planned and how well it is achieving its objectives.

Implementation Evaluation is a monitoring process to determine the extent to which the specified elements of the program have been implemented as planned.

Progress Evaluation provides information about the progress of the program's components in meeting the program's objectives. This information is used to modify the program where necessary.

Outcome Evaluation provides information about the success of the entire program. This information can support a decision to maintain, modify, expand, or discontinue the program.

LOCAL EDUCATIONAL AGENCIES IN THE LOS ANGELES COUNTY INCLUDE THE FOLLOWING:

I. Elementary School Districts

Alhambra City
Castaic Union
Eastside Union
East Whittier City
El Monte
Garvey
Gorman
Hawthorne
Hermosa Beach City
Hughes-Elizabeth Lakes Union
Keppel Union
Lancaster
Lawndale
Lennox
Little Lake City
Los Nietos
Lowell Joint
Manhattan Beach City
Mountain View
Newhall
Palmdale
Redondo Beach City
Rosemead
San Gabriel
Saugus Union
Soledad-Agua Dulce Union
South Whittier
Sulphur Springs Union
Valle Lindo
Westside Union
Whittier City
Wilsona
Wiseburn

II. High School Districts

Alhambra City
Antelope Valley Union
Centinela Valley Union
El Monte Union
Hart, Wm. S., Union
South Bay Union
Whittier Union

III. Unified School Districts

ABC Unified
Arcadia Unified
Azusa Unified
Baldwin Park Unified
Bassett Unified
Bellflower Unified
Beverly Hills Unified
Bonita Unified
Burbank Unified
Charter Oak Unified
Claremont Unified
Compton Unified
Covina-Valley Unified
Culver City Unified
Downey Unified
Duarte Unified
El Rancho Unified
El Segundo Unified
Glendale Unified
Glendora Unified
Hacienda-La Puente Unified
Inglewood Unified
La Canada Unified
Las Virgenes Unified
Long Beach Unified
Los Angeles Unified
Lynwood Unified
Monrovia Unified
Montebello Unified
Norwalk-La Mirada Unified
Palos Verdes Peninsula Unified
Paramount Unified
Pasadena Unified
Pomona Unified
Rowland Unified
San Marino Unified
Santa Monica Unified
South Pasadena Unified
Temple City Unified
Torrance Unified
Walnut Unified
West Covina Unified

IV. Community Colleges

Antelope Valley
Cerritos
Citrus
Compton
East Los Angeles
El Camino
Glendale
Long Beach
Los Angeles City
Los Angeles Harbor
Los Angeles Pierce
Los Angeles Southwest
Los Angeles Trade-Technical
Los Angeles Valley
Mt. San Antonio
Pasadena
Rio Hondo
Santa Clarita
Santa Monica
West Los Angeles

APPENDIX C

LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

Administrative Organization to facilitate delivery of Educational Program Evaluation Services to all School Districts and Community Colleges in Los Angeles County.

COUNTY BOARD OF EDUCATION

Dr. Daniel L. Towler, President

Vincent H. Simpson, Vice President

Robert M. Bock, Member

Mrs. Pauline Chase, Member

Mrs. Lucille M. Fields, Member

Dr. E. V. Pullias, Member

Mrs. Kathryn Vanderhook, Member

Dr. Richard M. Clowes, County Superintendent of Schools

Dr. E. Maylon Drake, Assistant Superintendent, Educational Programs and Services

Dr. Gordon Footman, Director, Division of Program Evaluation, Research, and Pupil Services

Dr. Warren Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services

List of programs where services have been provided by consultants in educational program evaluation and educational program audit.

1. Administrator Evaluation
2. Career Awareness
3. Career Education
4. Children's Centers (Community Colleges)
5. Social Studies & Urban Planning
6. Computer Assisted Instruction
7. Computer Management
8. Continuous Progress System in Mathematics
9. Counseling
10. Counseling Needs Assessment
11. Criterion Reference Measurement System
12. Decentralized Educational Plan or Management Plan
13. Demonstration Reading Project
14. District Math Program (3-4)
15. ESEA Title I
16. Early Childhood Education
17. Educational Opportunity Program Services (Community Colleges)
18. Educationally Mentally Retarded
19. Elementary Math
20. Emotionally Handicapped
21. English
22. Funded Projects
23. Graphic Arts
24. Instructional Plan (Junior High)
25. Learning Skills Center
26. Mathematics, Individualized Computational Skills Program
27. Mentally Gifted Minors
28. Nursing
29. Opportunity Classes
30. Reading
31. Reading, Methods, and Techniques
32. Remedial English
33. Remedial Reading
34. Science (Elementary)
35. Semi-Departmentalized Program (7-8)
36. Special Education
37. Staff Differentiation
38. Teacher Inservice
39. Team Teaching Assessment
40. Veteran's Recruitment
41. Vocational Education

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10/15/74

This is an alphabetical listing of the Los Angeles County Superintendent of Schools consultants who provide various kinds of assistance in Program Evaluation. These consultants work under the direction of Dr. Richard Clowes - Superintendent, Dr. Maylon Drake - Assistant Superintendent, Dr. Gordon Footman - Division Director, and Dr. Warren Newman - Assistant Division Director, Division of Program Evaluation, Research, and Pupil Services.

Dr. Tom Bishop - Educational Program Evaluation Planning and Audit Assistance

Dr. Tom Butterworth - Educational Program Evaluation Planning Assistance

Mrs. Mary Hearne - Educational Program Evaluation Planning Assistance

Dr. Don Kester - Educational Program Audit and Evaluation Planning Assistance

Dr. John Martois - Direct Evaluator Assistance

Dr. Jerry Olson - Educational Program Evaluation Planning and Audit Assistance

Mr. Earl Owens - Direct Evaluator Assistance

Dr. Dale Russell - Educational Program Audit Assistance

Dr. Jim Vogler - Educational Program Evaluation Assistance

Dr. Jean Wiener - Educational Program Audit Assistance